DOCUMENT RESUME

ED 409 224 SO 027 034

TITLE	Teaching Street Law in High School. Street Law Clinical Program Handbook, 1990-91.
INSTITUTION	Georgetown Univ., Washington, DC. Law Center.
PUB DATE	91
NOTE	22p.; For related item, see SO 027 035.
AVAILABLE FROM	D.C. Street Law Project, Georgetown University Law Center, Clinical Program Center, 111 F Street, N.W., Suite 330, Washington, DC 20001, telephone: 202-662-9615.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Citizenship Education; *Civics; Civil Law; Constitutional Law; High Schools; *Law Related Education; Practicums; Social Studies
IDENTIFIERS	District of Columbia; *Street Law; United States Constitution

ABSTRACT

This pamphlet is designed to aid law students as they participate in the "Street Law" seminar that pairs law students and educators in the high school classroom. The clinical program places future lawyers in the classroom to help instruct in areas such as how the law affects daily lives, the meaning of the Constitution, dispute resolution, mock trials, and the policies and values that underlie legal rules. This handbook provides clinical requirements and other information to help guide the year long program. Sections include: (1) "Introduction: A Word of Welcome"; (2) "Goals of the Street Law-High Schools Clinic for Law Students"; (3) "Course Requirements"; (4) "Field Supervision"; (5) "Administrative Responsibilities"; and (6) "Evaluation and Grading." (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 409 224

TEACHING STREET LAW IN HIGH SCHOOL

Street Law Clinical Program Handbook

1990-91

D.C. Street Law Project
Georgetown University Law Center
Clinical Program Center
111 F Street, NW, Suite 330
Washington, D.C. 20001
(202) 662-9615

SO 027 034

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Richard Roe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

INTRODUCTION: A WORD OF WELCOME

Welcome to the Street Law program! As a participant in the Street Law: High Schools Clinic you are entering an exciting field in which lawyers and educators are combining their talents to educate youth in the law that affects their daily lives.

This clinical program will challenge you to develop your legal knowledge and skills as you instruct high school students in such things as the law that affects their daily lives, the meaning of the Constitution, dispute resolution, mock trials, and the policies and values that underlie our legal rules. As a result we hope you will find that your legal education is significantly enriched by new perspectives and skills. We hope that you will also gain satisfaction from the contributions you will be able to make to the education of young people in the District of Columbia.

This booklet is designed as a handbook of clinic requirements and other information for your work in Street Law. We hope that you will find it useful. Please keep it and refer to it throughout the year.

The clinical faculty is here to help you realize the goals and objectives of Street Law both for your high school students and for yourselves. We will be in frequent contact with you, and we hope that you will communicate with us openly and often. We're looking forward to an exciting and excellent program during the upcoming year.

-- The Street Law Faculty
1990-91
Richard L. Roe
Ellen Marrus
Justin P. Brooks

I. GOALS OF THE STREET LAW - HIGH SCHOOLS CLINIC FOR LAW STUDENTS

The Street Law-High Schools clinic gives law students a unique opportunity to enrich their own legal education while contributing to the education of high school students. An underlying principle of the clinical program is that the best way to learn is through teaching. The broad goals of the clinical program are:

* To educate law students in the practical applications of legal concepts. (See Appendix C)
* To provide law students with an opportunity to develop, apply and refine lawyering skills.
* To develop in law students an appreciation for the multi-faceted role and responsibilities of the lawyer in the community.
* To sensitize law students to sources and resolutions of community legal problems, particularly as those problems exist for urban youth.
* To effect through law students the goals of the Street Law Program for high school students. (see Appendices A and B)

The clinical program works to achieve these goals through a program of supervised field activities and seminar training.

II. COURSE REQUIREMENTS

1. Seminar

A. Attendance and Participation

The seminar is designed to provide vital foundation material for the law students' clinical work. Each student is required to attend all seminars unless otherwise excused. A law student who needs to miss a seminar should speak with clinic faculty. Active participation in the seminar is also required, including taking part in discussions, role plays, mock trials, and other seminar activities.

Law students are expected to complete reading assignments and to prepare for mock trials, role plays, and other simulations as assigned. Reading assignments are indicated on the course syllabus and will be given at the seminar from time to time.

B. Practice Teaching

Practice teaching is an exercise designed to help the law student instructors to "get your feet wet" in a brief teaching experience by developing and presenting a lesson on a discrete legal topic which can adequately be covered in a short time. The lesson should be brief and develop a single legal concept.

Each law student will present a 10-minute lesson on an assigned topic using a specified teaching method in a small group session. Fifteen minutes will be allocated for group critique and discussion of the lesson. Teaching assignments will be distributed during the September 6th seminar. Teaching will take place between Sept. 10 and Sept. 14. 5

C. **Model Lesson and Demonstration Teaching**

At least three seminars each semester are devoted to demonstration teaching. In these sessions throughout the course of the year, each law student will be required to present a substantive exposition in the form of Demonstration Teaching. This presentation will model an innovative lesson based upon an substantive issue chosen by the law student from suggested topic areas. The demonstration teaching presentation are done in teams of two law students.

The demonstration teaching sessions are intended to meet several goals of the clinic. First, they maximize opportunities for law student participation in the seminar by giving them greater responsibility for its operation. Second, they develop skills important in the clinic and legal profession (issue analysis, research, planning and preparation, articulation of the law, speaking and listening ability, questioning ability, and judgment to name a few). Third, they provide fellow clinic students with substantive information and innovative lesson ideas, which can be used or adapted as needed. Fourth, they provide an opportunity for evaluation and critique in a supportive environment.

The presentation should focus on a single legal topic and develop an important legal authority, such as a court opinion, statute or regulation. For example, a presentation on criminal law might elaborate on the subject of coerced confessions, using Miller v. Fenton, 88 L Ed 2d 405 (1985) and selections from the

transcript of Miller's interrogation. The Demonstration Teaching should be a model of a high school class lesson.

The law student teams should plan a 30-minute presentation which will be followed by 25 minutes for peer critique. This peer critique feature will facilitate the exchange of creative ideas among the law students as well as generally increase the quality of law student learning in the clinical program.

Law students will work in pairs to develop demonstration teaching sessions. Prior to each person's presentation law students will meet twice with Street Law faculty. The first meeting will focus on the selection of topic, material, and teaching methods. The second meeting which will be held on the Monday prior to the presentation, will focus on lesson design, objectives, strategies and materials prepared for the demonstration session.

Law students will prepare a lesson plan and substantive abstract for their demonstration teaching presentation. The lesson plan should include learning objectives, educational methods, references to substantive issues, authorities, and evaluation techniques. The abstract should be limited to not more than three pages and should outline the substantive concepts, describe the legal issues, and briefly analyze and assess the supporting legal and other authorities used in the presentation.

Following the presentations, the clinic faculty will lead a discussion to critique the presentations. At this time, the

son plans and abstracts will be distributed to the other
nic students.

The demonstration teaching sessions will be evaluated by the
nic faculty according to the following criteria:

1) teaching performance -- the extent to which the presen-
ion demonstrates effective teaching methods, learner-centered
truction, and creativity;

2) planning and preparation -- the quality of preparation
lesson plans;

3) substantive legal content -- appropriateness and
uracy of legal content (i.e., what the law is);

4) policy considerations -- attention to rationales,
erests, and policy matters (i.e., what different parties want
law to be and why);

5) practical applications and implications -- attention to
practical consequences of the matter.

During the September 6th seminar, law students will have the
ortunity to choose their preferred teaching date and topic.
schedule for Demonstration Teaching and Lesson Plan/Abstract
dates are as follows:

	DEMO DATE	NO. STUDENTS
al Law	Sept. 20	4
al Procedure	Sept. 27	2
	Oct. 4	2
	Nov. 1	2
	Nov. 8	2
Law	Spring TBA	4
dual Rights	Spring TBA	6
rial	Spring TBA	4

The journal will give you the opportunity to express ations, feelings and thoughts as related to the clinical ence and it is a tool for self-evaluation, promoting ic reflection upon goals and accomplishments. In addition, es clinic faculty additional information to aid in tion of the law students, the clinical experience and the rs.

Journal entries should be made as soon after teaching ences, seminars, and/or other events which might help your tion of the clinical experience. It will be easier if the l entries are kept up to date and are done as close to the ence being discussed as possible.

In the journals you may describe:

a. personal goals attained and not attained;

b. successes in teaching presentations;

c. disappointments;

d. reflections about schooling and education;

e. reflections about law and the legal process;

f. reflections on the value to the high school students;

g. reflections on the development of lawyering skills through the clinical experience

h. other thoughts or ideas

At times additional journal assignments may be given. You be asked to write about a particular experience, respond to a cific question or to try something different and describe the ults, responses or reactions.

Each journal entry does not need to go on for pages. A ong, short paragraph can often show more reflection and thought n a lengthier entry.

Journals will be collected three times during the semester, tember 27th, October 25th and December 6th. Journals will be urned as quickly as possible. If the journals are taken iously they can be beneficial to you and the program. It will e you an opportunity to reflect on your experiences and a ease for frustration or anger that might not be available erwise. The journal should be viewed as: (1) a means of ressing observations, feelings and thoughts, (2) a tool for f-evaluation, promoting periodic reflection upon goals and omplishments, and (3) a tool for evaluation by the clinic ulty--it provides a broader picture of your clinic experience.

3. **Teaching (Field Component)**

A. Classroom Presentations

The Street Law Program accomplishes its mission of service

r clients, D.C. high school students, through the teaching
ities of the law students in the clinic. Excellent, respon-
client service through teaching is the highest priority of
program. (See Appendices A and B) Law student instructors
eld to strict standards for responsible teaching performance.
dingly, failure to teach and failure to act responsibly
n the following guidelines may seriously jeopardize a law
nt's successful completion of the clinic.

All law student teachers are required to teach a minimum of
days per week from September through April, excluding
nation and vacation periods. Classes missed for personal
ns must be made up by law students unless excused by the
c faculty.

The schedules for law student teaching are agreed upon in
mber and may not be changed except upon permission from the
c faculty.

In general, classroom teaching requires that the law student
t and lead the class in the accomplishment of those
ities which are appropriate to learn Street Law. Included in
cher's classroom tasks are:

- opresenting course material through a variety of methods;
- supervising the class as students work on activities;
- using audio/visual materials and law-related community legal resources;

o giving and grading tests and assignments.

he use of activities which promote student involvement and evelopment, such as role plays, mock trials, and small iscussions, should be an integral part of the Street Law 's classroom repertoire. Teachers are expected to select the various instructional methods in which they are in the seminar.

s a part of the general requirement of teaching activities, student is also expected to work with his or her class in tion for the Annual Mock Trial Tournament and to act as a or the team selected from the class. Additionally, those dents whose teams advance to the final competition are l to continue training their teams.

rom time to time, law students may encounter situations ng them to spend time with students before or after class. es the law student teacher may need to seek advice and nce from a school counselor, reading specialist, or other ional person. In all of these matters, the law student is expected to give appropriate attention to the situation a reasonable amount of time.

eaching Street Law involves a law student in dispensing legal information to non-lawyers. The Street Law clinic a student practice clinic and law student instructors give specific legal advice. To do so may constitute rized practice of law.

For this reason, law students are required to notify their students that they are not lawyers and cannot give legal advice. If a high school student poses a personal legal problem that seems to call for individual legal advice, law student teachers must refrain from giving legal counsel and refer the student to appropriate legal counsel or service agencies. If the law student is uncertain about the appropriate response, consult the Street Law faculty.

B. Development of Materials and Using Law-Related Community Resources

In addition to using the Street Law text and other materials provided by the clinic faculty, law student teachers should develop their own instructional materials and methods as part of their classroom activities. In particular, these should include tests, assignments, lessons, handouts, worksheets, and projects.

Each high school class is expected to participate in a variety of activities that provide the student with first-hand knowledge of the legal system and its personnel. These activities include taking field trips, undertaking community action projects, and inviting community legal resource persons to participate in classroom activities. Law students should make substantial use of community legal resources. The success of these experiences for the class depends, in great part, on the amount and quality of planning the teacher devotes to these activities. All such activities should be related to the material taught in the classroom. Supplemental materials regarding use of community

resources is contained in the supplement, "Washington, D.C. Law-Related Education Resource Guide."

4. **Daily Lesson Plan**

"A good class is a well-planned class." Thus, in order to translate the broad goals of the substantive outline into discrete teaching units, each law student instructor or team will prepare a daily lesson plan of no more than one page.

The lesson plan should state the instructional objectives ("what"), the appropriate teaching methodology ("how"), and evaluation technique (how you'll know what students have learned).

These lesson plans must be submitted to your teaching partner and cooperating teacher. In addition, copies of all lesson plans must be submitted with your monthly report (see "Monthly Report," infra). Clinic faculty will review your lesson plans during classroom observations and post-observation conferences.

5. **Monthly Report**

As discussed below (see "Field Supervision"), a number of your classroom presentations will be observed by the clinic faculty. To provide you the fullest opportunity for fair consideration of your field performance for the remaining teaching days, each instructor is required to submit a monthly report form summarizing your teaching activities for that month, including tests and quizzes given, homework assignments made, legal resources used, significant accomplishments, highlights, and any difficulties encountered. Students are responsible for filing monthly reports into your student folder by the first Thursday of each month. Photocopies of your classroom attendance and grade sheets, lesson plans, exams and evaluation instruments, and handouts for the month must be attached to the form. Monthly report forms are available in the clinic office.

III. FIELD SUPERVISION

The field supervision includes: classroom observations for assistance and evaluation, individual consultations, small group meetings, and informal contacts.

Clinic faculty observe law student presentations in the classroom several times each semester for purposes of assistance and evaluation. These visits are announced in advance. A number of these observation sessions will be videotaped.

After each classroom visit, the law student and clinic supervisor will meet to review the student's classroom performance, identifying areas of progress and problems, and discussing

the legal substance and stylistic dimensions of the presentation. Students will be encouraged to engage in a critical analysis, or self-assessment, of their own presentations.

In addition to these post-observation meetings, faculty may arrange a series of individual consultations designed to discuss more general concerns. Consultations will explore issues related to both the planning and teaching components of the clinic as well as significant issues in personal and professional growth. Consultations will be conducted in a collegial environment with an emphasis on shared decision-making.

Because many of the issues confronting clinic participants are ones of common concern, small group conferences may be arranged from time to time.

Finally, students are encouraged to share their concerns with peers and faculty through informal contacts. Because of the amount of time the clinical faculty spends in the field, students desiring to see a particular faculty member are encouraged to make appointments with clinic faculty, but should also feel free to visit the Street Law office at any time.

Cooperating teachers will also be asked to submit a monthly report on the progress of each Street Law class in quantitative terms (e.g. attendance, assignments and examinations).

IV. ADMINISTRATIVE RESPONSIBILITIES

Each law student is expected to comply with all administrative requirements of the D.C. Public Schools and the clinic. The matters are covered in detail in the supplement, "Handbook of

Administrative Responsibilities for Teaching Street Law in D.C. High Schools."

In addition, all plans and reports required for the clinic must be submitted in a readable and complete form, and on time.

V. EVALUATION AND GRADING

To fairly evaluate the performance of each law student with respect to the clinic requirements, as appropriate, the clinic faculty will apply the following criteria, unless otherwise noted or announced in seminar:

A. Seminar

1. attends weekly seminar regularly;
2. attends mini-seminars and small group meetings;
3. prepares for and participates in seminar discussions;
4. prepares for and participates in seminar activities, such as practice teaching, mock trials, and role plays; and
5. completes seminar assignments

B. Model Lesson and Demonstration Teaching

(See "Model Lesson and Demonstration Teaching" supra

C. Supplementary Materials and Use of Law-Related Community Resources

1. displays relevance to high school students' interests, needs, and abilities and to the course curriculum;

2. explores legal, ethical, policy, and practical considerations of topics presented;
3. explores topics with sufficient and appropriate accuracy, depth, and pace;
4. presents issues in a balanced manner; and
5. provides clinical faculty with a summary or brief report on the activity.

D. **Performance Evaluation**

Based upon classroom observations, post-observation conferences, monthly reports and other assessments of student performance in the clinic, the clinic faculty will evaluate the law student's performance in the clinic. This evaluation will follow the following criteria:

1. **Administrative Responsibilities**
   a. Attends class regularly and promptly on assigned teaching days.
   b. Provides sufficient notice and explanation for unscheduled absences or delays.
   c. Complies with high school administrative requirements in timely and thorough fashion.
   d. Complies with clinic administrative requirements in timely and thorough fashion.
2. **Planning and Preparation**
   a. Identifies clear and specific objectives in a written plan for each lesson.

b. Pursues diverse objectives, e.g., varied knowledge objectives, cognitive and communication skills, and attitudes.

c. Prepares and organizes methods and materials for each lesson.

d. Displays sound comprehension of lesson content and methodology.

3. **Substantive Content**

a. Presents lessons that are relevant to students' lives and course curriculum.

b. Explores legal, ethical, practical, and policy considerations of topics presented.

c. Explores topics in sufficient depth and at appropriate pace.

d. Presents issues in a balanced manner.

4. **Probative Value of Presentation**

a. Explores challenging issues through stimulating lessons.

b. Promotes the development of critical thinking skills.

c. Promotes the development of reasoning skills.

d. Establishes and maintains standards of intellectual rigor.

5. **Methods and Techniques**

a. Makes appropriate use of varied methods and techniques.

b. Makes appropriate use of varied materials and resources.

c. Emphasizes use of local law-related community resources.

d. Emphasizes participation by students.

6. **Interaction with Students**

a. Recognizes students' interests and feelings.

b. Is sensitive to language and manner.

c. Motivates student with enthusiasm and confidence.

d. Recognizes individual needs, abilities, achievements, and contributions.

7. **Communication Skills**

a. Communicates vital information in clear and succinct fashion, i.e., identifies and clarifies goals, objectives, directions, and assignments for each lesson.

b. Uses effective oral presentations, i.e., poised, articulate, provocative, and comprehensible.

c. Demonstrates command of questioning and response skills.

d. Actively listens to student questions and comments.

8. **Classroom Management**

a. Recognizes and addresses management needs.

b. Demonstrates effective leadership in direction of groups and individuals.

c. Promotes developing sense of individual and group responsibility.

d. Is fair and consistent in managing classroom.

9. **Evaluation Techniques**

a. Establishes and maintains adequate expectations and performance standards.

b. Evaluates classroom performance in regular and systematic fashion.

c. Utilizes valid, reliable, unbiased evaluation techniques and instruments.

d. Varies evaluation objectives and techniques.

10. **Interaction with Peer Professionals**

a. Works effectively with cooperating teacher and team partner (where applicable).

b. Develops support from high school faculty and administrators.

c. Is willing and able to engage in collegial consultation with clinic faculty.

d. Is willing and able to implement recommendations and strategies developed through consultations.

E. **Journal**

See "Journal," supra.

F. **Grading Process**

The clinic faculty will use a cumulative process to arrive at e final grade upon completion of the year-long course. All plans d reports and other work product maintained in each law student's ster file will be reviewed. Thus, students are urged to riodically review their files to ensure completeness.

There is no assigned weight to any clinic requirement. The ctor of improvement over the course of the year is strongly nsidered. In a collegial environment, the clinic faculty will termine a composite grade for each law student based upon plication of the appropriate evaluation criteria. Then, to assure irness among all students, each grade will be compared clinic-wide. us, the final grade is determined based upon performance in the inic over the entire year.